

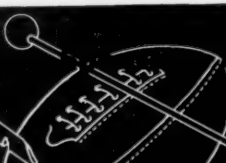
# School Activities



Principals, "Showboat" Cast—Central High School, Springfield, Missouri



Some Members of the Indian Club—Haskell Institute, Lawrence, Kansas



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# School Activities

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May, 1959

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# *As the Editor Sees It*



This year there has been a greater-than-usual controversy over the costumes of majorettes and cheerleaders; indeed, many schools have put these functionaries into less scanty uniforms.

Who, mostly, objects to short skirts and skin-tight "slacks," teachers, parents, religionists, and other adults? Quite probably at least somewhat of a majority of them do.

How do high school boys and girls react? Gilbert Moore, in his "What Young People Think" investigation found that the pro and con sides were about equal—52 per cent favored scanties and 48 per cent were against. The extent of this student opposition is really quite amazing.

Which side is the more justifiable? To us it seems that the decision should be made on the basis of intelligent answers to two pertinent questions: (1) Specifically, what is the function of the majorette or cheerleader? and (2) Just what kind of an outfit will best help her to achieve this function?

Obviously, if a costume distracts, it is inappropriate (some girls look ludicrous in scanties; some girls look ludicrous in regular slacks). If an outfit attracts (that is, contributes substantially towards the goal of the activity) it is quite appropriate.

We doubt if the outfit worn will have deleterious effects on either the health of the performer or the morals of the spectator.

Does your state association of student councils sponsor and-maintain a booth at your state education association's annual conference? If so, fine! If not, why not?

A display of pictures, charts, statistics, programs, constitutions, and other reflections of projects, activities, materials, and methods would be easy to arrange. And it would not only be interesting but also profitable to your state's teachers and administrators—AND its student councils.

Vacation time again. And time for the storing up of enriching summer experiences which can be attractively and profitably capitalized in your school next year. Snapshots, slides, motion pictures, post cards, booklets, and representative and illustrative items of all kinds represent a wealth

of material for assembly, home room, and club programs, and classroom, newspaper, bulletin board, and exhibit and demonstration reflections. So by all means plan to share your vacation experiences with your school.

Further, remember, too, that you can share your student council, leadership, and other conference and workshop experiences with our SCHOOL ACTIVITIES readers.

"To paddle or not to paddle"—this problem has been receiving quite a bit of newspaper and newsmagazine publicity. It brings to mind an instance of long ago when a certain dad, following a bit of unpleasantness at school, said to his son, "Now, young man, I want to tell you something; every time you're licked at school you're going to get another when you come home. Is that clear?" Clear? Perfectly clear! And perfectly effective!

It is commonly recognized (by almost everyone except deserving paddlers and many fond pappas and mammas) that very, very frequently the parents are the ones who should receive the paddling. However, because this is hardly expedient, the kidds'll have to take it.

We'll go along with the paddlers. And not only will the courts vote with us, but also intelligent parents.

"The national traffic in athletic scholarships constitutes one of the greatest swindles ever perpetrated on American youth. They undermine American education because the aim is not the education of youth but the entertainment of elders," so stated President A. Whitney Griswold of Yale in addressing an 83rd anniversary gathering at Johns Hopkins University last month. What do you think? Let's have YOUR ideas—for, against, or both.

According to a number of recent investigations there is a high correlation between low student marks and student cars. Which is the cause and which is the effect? We are quite willing to guess that the order is cars-low marks instead of low marks-cars.

Well, so-long. Have a good summer. We'll be seeing you next fall.



*There are many valuable educational facets involved in working on school publications—writing, advertising, selling, bookkeeping, public relations.*

## Promoting Publication Circulation

**T**HOSE WHO PUBLISH NEWSPAPERS, MAGAZINES, AND BOOKS expect to be paid for it now, as in the past. They may sell any of the three as single copies. Newspapers and magazines, however, usually can be sold for a subscription for a stated interval.

To be sure, there are shoppers' guides, business papers, and other publications for which there is no charge to the consumer. Some of them are worth-while. On the whole, however, there is a stated price for single copies or several copies.

The price range for student publications is wide. Few single copies of newspapers sell for less than a nickel or dime. Printed newspapers often may be bought for fifty cents or a dollar a semester—but seldom any more.

The duplicated newspaper usually costs less, and student magazines usually cost more. Frequently printing costs make it necessary to charge twenty-five cents or more for magazines.

Yearbook prices are seldom less than a dollar and go as high as four or five dollars a copy or more. Typical prices are \$2, \$2.50, \$3, and the like. Actually the cost per copy may double these figures, for yearbook production is expensive.

Student publications usually are produced by students for students. That's why relatively few alumni, parents, or businessmen buy copies of the

**LAURENCE R. CAMPBELL**  
*Dean, School of Journalism*  
*Florida State University*  
*Tallahassee, Florida*

newspaper, magazine, or yearbook. Some do rather than to arrange for advertising space.

Pushbutton circulation is an illusion. Neither the staff nor the adviser can push a button and automatically guarantee one hundred per cent circulation. After all, many of the customers—satisfied or dissatisfied—leave each year, most of them as graduates. Then, too, there is an influx each fall of new students who may have to orient themselves in the traditions of the school. Important factors are these:

1. There must be a market for the publication—that is, enough students to support with some aid, perhaps, from parents, teachers, alumni, and others who may subscribe.

There must be a publicity program that will acquaint the market with plans for a drive to obtain subscriptions, and this publicity must be both accurate and enthusiastic.

3. There must be an organized and trained sales force equipped with receipts and pencils and, if necessary, change so that every potential buyer has a chance to decide whether he wants to subscribe.

Naturally past success may lead to present success. If the publication traditionally has won wide acceptance, the buyers are more likely to have faith in the staff's promises. It is vital, therefore, that the sales force make no assurances which the editorial staff cannot live up to.

The business staff should develop a plan of promotion to provide publicity before, during, and after the subscription drive. In some instances, the business manager may appoint a promotion manager to publicize the campaign. At the same time, he should be sure that the sales force is energetic and enthusiastic in its efforts to convince every potential buyer that he should subscribe.

The school newspaper may carry news stories and news features about the publication. So may bulletin board announcements and those over the public address system. Pep talks in home rooms,

### Our Cover

The upper picture shows the "principals" from the cast of *SHOWBOAT* of Central High School, Springfield, Missouri. A large cast of students from the department of music participated in this popular operetta. The principals were introduced on "Television Classroom" the night before the opening performance of the show. This is one of the many activities promoted in the high schools in Springfield. Among the many clubs, Parkview High has a Latin club of some 125 active members.

The lower picture presents some of the girls who are members of the Haskell Indian Club, Haskell Institute, Lawrence, Kansas. Members of the club are garbed in colorful, authentic Indian costumes. Many of the costumes have been handed down from generation to generation and are usually property of the individual members. The club presents programs for schools, Scouting groups, student groups from other lands (attending the University of Kansas), patriotic meetings, etc. They are, of course, accompanied by Indian music—drums and Indian chant.

classrooms, and assembly help to arouse interest in the publication.

Posters and displays as well as blackboard notices may be helpful. Tags and pins, buttons and bookjackets, stickers and handbills, blotters and calendars, sandwich men, and many other devices may be used in getting the drive under way.

News stories in the school and local newspapers may feature such stories as these:

1. Traditional place of publication in school life as a medium to build morale and school spirit, provide news or history, and so on.

2. Changes planned in the policy or content of the publications—particularly if it is a yearbook, for example, theme, unusual features, size.

3. The history of the publication with reference to recognition from state and national critical services.

4. Announcement of the opening date of the campaign and the details—price of publication, advantages in buying now rather than later.

5. News and photographs of those in any popularity or similar contest to be conducted in connection with the drive.

6. Story on awards or inducements for salesmen to make outstanding records.

7. Story on the recognition to be accorded first class or home room to have a superior record—one hundred per cent, for example.

8. Plans for the climax of the drive—a dance, assembly, or some other celebration.

9. Stories about staff and qualifications for positions which various members have.

10. Stories about previous editors who achieved distinction in the community or in college.

Subscription drives frequently are launched at assembly programs. Stirring music, lively talks, entertaining skits, quiz shows, and the like may be used effectively if planned carefully in advance. The program should stress the value and quality of the publication, making it unnecessary to urge students to buy on the basis of school spirit.

Several days before the assembly program the business manager and his assistants should meet with the sales force. If there are more applicants than there are positions, special jobs may be found for those who seem unlikely to be effective as salesmen.

In any event, there should be one salesman for each home room or comparable group. In private schools, salesmen may be assigned by

residence halls or floors in the residence halls. Other salesmen may be stationed in booths, the publication offices, and other key locations.

Efficient planning gets results, Ruth Marie Griggs, a successful adviser in Indianapolis, points out in a thesis entitled "Yearbook Economy." Commenting on the meeting of the sales force at Howe High School, Indianapolis, where she formerly taught, she says:

"At this meeting the business manager distributes to each salesman his sales envelope; on the back of this is the agent's name and home room number, together with a mimeographed form for recording daily sales totals. Inside is a mimeographed instruction sheet and a serially-numbered receipt book. Instructions are given as to filling out receipts, recording daily sales totals, and turning in money and records daily at the close of the home room period. The sales envelopes are collected at the close of the meeting. Each day the envelope is sent to the salesman through the home room teacher's mailbox. The salesman gets it from the teacher, makes his sales during the home room period, and then takes the envelope containing the records and money to the yearbook office where it is left with the business manager for checking. The business manager checks the records, deposits all monies daily in the school office, and distributes the envelopes to teachers' boxes for the next day's sales."

If possible, the agents should be given not only instructions of the foregoing details, but also on the techniques of selling. They should have at their tongue tips standard reasons for buying the publication as well as answers for typical objections. Skits may be planned for this meeting to show the difference between good selling methods and poor selling methods.

What inducements should be offered to salesmen? Perhaps none beyond recognition for work well done, that is, praise in the newspaper and at meetings of the sales staff. Perhaps all who reach a specified standard may be given a specific award. In some instances, they may receive a discount in buying the publication or even a free subscription if they meet their quotas. Tickets to plays, games, dances, and the like also may be used.

Salesmen should be advised to take note of their personal appearance and should be given a tag identifying them as publication salesmen. They should recognize the fact that some students

may not be able to afford to subscribe. While they should exert initiative, they should not be obnoxious, for each salesman is a public relations man for the publication he represents.

No sale is complete, of course, unless the buyer receives a receipt and the seller keeps a duplicate, both of which should be accurate and complete. Forms used for receipts vary widely, but the essential data usually are the name of the student, the amount of money paid, the date of the sale, the signature of the agent.

If an installment plan is used—and it is for yearbooks more frequently than newspapers—different colored forms may be provided—one for full cash sales and the other for installment purchase plans.

While the campaign is in progress, a centrally located chart may present the progress from day to day. The success of salesmen, home rooms, classes, boys and girls may be depicted graphically. Devices used include thermometers, clocks, maps, race tracks, balloon ascensions, football games, for example. There may be contests within contests, of course. Sometimes beauty or popu-

larity contests are conducted at the same time, with each buyer being entitled to so many votes.

Usually there is only one subscription drive a year for yearbooks. In fact, those who do not buy during the campaign should be told that books will not be on sale again in the spring or that books on sale in the spring will cost more—probably one dollar per copy more and there will be only a limited supply of these extra copies. If such a policy is adopted, the students learn to take it seriously and subscribe when they should.

If possible, the newspaper drive also should be conducted once a year—in the fall. If many new students arrive in the second semester, a limited campaign may be conducted to get their subscriptions. Relations with teachers will be better if such drives can be kept to a minimum.

When the campaign is over, the business staff should determine what the results were. Recognition should be accorded to those who did satisfactory or superior work. If the drive fell short of the goal, the staff should take steps to develop new sources of revenue or modify the budget promptly.

*The library can easily be termed the heart of the school—a place where students and faculty members alike meet and seek information, scan, read for fun.*

## The Role of the School Library in Extracurricular Activities

**A**SCHOOL LIBRARY can be defined as a resource and service agency for a school.

It is profitably used to supplement and enrich classroom studies with a variety of materials, and to broaden the students' backgrounds through recreational reading. A school library would also be able to reach the students and faculty through the extracurricular program.

Since the field of extracurricular activities is still fairly new and growing rapidly, it is logical that more new material is being written on its many phases every day. A school library could easily capitalize on these materials and build a representative collection that would become an indispensable asset to the program of extracurricular activities. And it should.

A professional library on student activities and understanding young people should be made available to the faculty. These references could easily become a part of the faculty bookcase in

**LEE MORTENSEN**

*Pershing County High School  
Lovelock, Nevada*

the teachers' room. For many teachers, new ones especially, the extracurricular program is new and their experience is limited.

If a teacher is able to do some individual reading on the subject, she will be able to develop a background on the values, purposes, functions, and organization of the program. When an inexperienced teacher is asked to participate in the extracurricular program she will feel more confident if she has some sources in which to find new ideas and use for a guide.

Some teacher references on extracurricular activities for the beginning of a collection are as follows:

Cruzan, R. M. *Practical Parliamentary Procedure*. McKnight, 1953.

Gruber, F. C. and Beatty, T. B. *Secondary School Activities*. McGraw-Hill, 1954.

Johnson, E. G. and Faunce, R. C. *Student Activities and Secondary Schools*. Ronald, 1952.

McKown, H. C. *Extracurricular Activities*. Macmillan, 1952.

McKown, H. C. *The Student Council*. McGraw-Hill, 1944.

Mann, J. W. *The Student Editor*. Macmillan, 1938.

Miller, F. A., Moyer, J. H. and Patrick, R. B. *Planning Student Activities*. Prentice-Hall, 1956.

Also of help to the new teacher in this area would be guides to the understanding of teen-agers. A teen-ager's problems can be more easily detected through club activities. When a teacher does find a student's problem, she might find an opening through a family relations book that would help her work with that student.

Although social and family relationships are taught in specific courses in the curriculum, each teacher should have a list of resource materials in this area at her disposal. A teacher is much closer to a student in an extracurricular activity and has more opportunity to work with him and his problems in this type of setting. The right book tactfully suggested at the right time might help a student gain a better understanding of himself and his problem.

Materials on family relationships would also be good program topics. This type of program would not only benefit the participants but also the shy freshman in the audience who is too timid to ask for help on this kind of problem. The following is a partial list of books on the development and understanding of teen-agers that could form the basis of a library collection.

Bailard, Virginia. *Ways to Improve Your Personality*. McGraw-Hill, 1951.

Beery, Mary. *Manners Made Easy*. McGraw-Hill, 1954.

Brown, A. Z. *The Seven Teen Years*. Bethany, 1954.

Brown, A. Z. *Teen to 21*. Bethany, 1957.

Crawford, J. E. *Teens—How to Meet Your Problems*. Womans Press, 1951.

Duvall, E. R. *Family Living*. Macmillan, 1955.

Fedder, Ruth. *A Girl Grows Up*. McGraw-Hill, 1948.

Fedder, Ruth. *You the Person You Want To Be*. McGraw-Hill, 1957.

Ferrari, E. P. *A Teen-ager's Guide to Personal Success*. Abingdon, 1957.

Gregor, A. S. *Time Out for Youth*. Macmillan, 1951.

Landis, J. T. *Building Your Life*. Prentice-Hall, 1954.

Landis, P. H. *Making the Most of Marriage*. Appleton, 1955.

Landis, P. H. *Your Dating Days*. McGraw-Hill, 1954.

McDermott, I. E. *Living for Young Moderns*. Lippincott, 1956.

McKown, H. C. *A Boy Grows Up*. McGraw-Hill, 1954.

Scott, J. U. *Pattern for Personality*. Macrae Smith, 1951.

Seventeen. *The Seventeen Reader*. Lippincott, 1951.

Shacter, Helen. *How Personalities Grow*. McKnight, 1949.

The assembly and drama programs have been developing quite rapidly the last few years. With this development comes a greater variety of acceptable and recommended assembly and skit materials. In my situation, I do not believe that my collection is at all adequate for the needs of the school. I have a few play catalogs, and some play and skit books.

At the time of our yearly carnival, representatives of all the clubs and organizations come to me for plays and skits. Most of the committees come at the last possible moment, when my collection of materials is nearly exhausted. The play catalogs are seldom used since time isn't available to send for materials.

In light of my problems I believe that the extracurricular program is suffering from a lack of service which can not be blamed on anyone in particular. In thinking about the problem, I have arrived at some solutions that could be worked out in both the library and extracurricular programs.

First of all, from the standpoint of the library, a reliable and annotated list of plays is needed for every school library. I do not have annotated play catalogs, but they are not what I would call reliable. The junior class sponsor and I, along with a student committee, might select a play to be staged by the junior class, and discover when the play arrives that it is very inappropriate. It is hard to place the blame in this type of case because no one is at fault. All we need is more knowledge and experience with the problem.

It might be a future project of a state library, university group, workshop session, committee of drama coaches, or an outside authority, to compile



an annotated, reliable, and highly recommended list of plays for high school production. Play catalogs could be analyzed and recommended on this basis also. If such a list of plays exists in another state, I am sure that it has been beneficial.

I am not saying that all commercial play catalogs are unreliable, untruthful, and no good in general. The problem is that an inexperienced sponsor, in most cases, has difficulty selecting a play from a general catalog for a specialized group to stage. There are some catalogs with sections of high school plays which are good—however the selection is not very wide. It would also be a comfort to the sponsor to know that her choice has been recommended by school people.

A plan of management to prevent the last minute selection of plays and skits, would be to require every club to make its request for play materials well in advance of the production date. In this event a play that is received and found to be undesirable can be rejected while another play is ordered.

A representative or committee from each club could take care of this responsibility. A deadline for play requests for the semester, or for the year, could be set to fit in with the activities of the school. If a club did not meet this deadline, which could be set in the school handbook, their assembly might be cancelled or a definite policy could be established in this respect. The student council might help set this policy.

The drama coach might assist in the selecting of basic play collections and catalogs. The librarian can then capitalize on the knowledge and experience of the drama coach and he in turn will have an idea of the materials available.

A centrally located collection of high school plays within the state and loaned on request would be an invaluable aid to the club sponsor and school librarian. We do not have this type of arrangement, but it would be a good project for a professional library or education association.

Generally speaking, if the librarian built up a well-rounded collection of play catalogs with some play and skit collections, etc., and stressed through the student council and the clubs, that materials be ordered early and evaluated, assembly and club programs could be improved to some extent. A beginning collection in this area could include the following:

Anderson, Clara J. *It's Fun to Give a Pageant*. Education Publisher.

Banner. *Opera-Operetta and Musical Comedy*

Catalogue. Banner Play Bureau Inc. 619 Post St., San Francisco 9, California.

Banner. *Plays and Entertainment Material for State-Radio-Television*, Banner Play Bureau, Inc. Bushness, A. and Bradford M. *Eight Radio Plays for Classroom Use*. French, 1947.

Cerf, B. and Cartmell, V. H. *Thirty Famous One Act Plays*. Random, 1943.

Denison's *Minstrel and Song Catalog*. T. S. Denison and Co., 321 Fifth Ave. South, Minneapolis, Minnesota.

T. S. Denison and Co. *Plays and Entertainment Material*.

Dramatists Play Service, Inc. *Complete Catalogue of Plays*. 14 East 38th Street, New York 16, New York.

Du Bois, G. *Plays for All Occasions*. Plays Inc., 1951.

Eisenberg, H. and Eisenberg, L. *Handbook of Skits and Stunts*. Association Press, 1953.

*Skit Hits*. Authors, 1952.

French, Samuel. *Basic Catalogue of Plays*.

Gilbert and Sullivan. *The Do-It-Yourself "H.M.S. Pinafore"*. Concord Record Corp., 519 South Fifth Avenue, Mount Vernon, New York.

Hardin, I. B. *Plays, Readings, Entertainments*. Ivan Bloom Hardin. 109 14th Street, N.W., Mason City, Iowa.

Losey, J. L. *Selected, Annotated List of One Act Plays*. Emporia State Research Studies. Kansas State Teachers College, Emporia.

Mayorga, Margaret. *Best One Act Plays*. Dodd, 1952.

*Northwestern Plays for Amateurs*. Northwestern Press. 315 Fifth Avenue South, Minneapolis 15, Minnesota.

Row, Peterson & Co. *Plays*. 1911 Ridge Avenue, Evanston, Illinois.

G. Shirmer. *Catalog of Operas and Operettas*. 3 East 43rd Street, New York 17, New York.

Shay, F. and Loving, P. *Fifty Contemporary One Act Plays*. Appleton, 1920.

Simon, B. *Simon's Directory of Theatrical Materials, Services, and Information*. 1674 Broadway, New York 19, New York.

Smith, Betty. *25 Non Royalty One Act Plays for All Girl Casts*. Greenburg, 1942.

Taggart, T. *Gaslight Gaieties; a Complete Gay Nineties Variety Show*. French. 7623 Sunset Blvd., Hollywood 46, California.

Thompson, N. Z. *Vitalized Assemblies*. Dutton, 1952.

The library is the center of all types of club



literature besides plays. Again it might be advantageous for each club to elect a library representative as a regular club officer. The representative could become familiar with the available materials concerning his club and work in conjunction with the program committee.

Included in club resource material are two magazines, *SCHOOL ACTIVITIES* and "Student Life." These magazines include articles on every phase of extracurricular activity and each issue contains new ideas and activities. Through the use of these periodicals, a club might be motivated to submit an article on its own activities, which would in itself add new interest.

Miscellaneous materials for all club areas can be found in many forms. Denison's and the Northwestern Press publish catalogs listing pamphlets and booklets mainly a dollar and under on the following subjects:

|                                |                                  |
|--------------------------------|----------------------------------|
| Assembly programs and plays    | Minstrel books                   |
| Banquet, dance, and prom hints | Monologues                       |
| Books on stage make-up         | Pep meeting aids                 |
| Books on stagecraft            | Radio books and plays            |
| Books for speakers             | Religious materials for churches |
| Chalk talk books               | Religious plays                  |
| Commencement books             | Snappy skits                     |
| Easy blackouts                 | Teachers' guides                 |
| Funny stunts                   | Vaudeville specialties           |
| Ideas for games and parties    | Christmas entertainment books    |
| Junior high school plays       | Juvenile programs                |
|                                | Thanksgiving books               |

If it were known that these books were available, a lot of extra worrying, planning, and make-shift arrangements could be avoided. Besides ordering books and pamphlets, ideas for activities could come from the vertical file, magazine collection, accumulated newspapers, and even the reference collection.

Besides the materials mentioned, the school library should have a scattering of books on general club procedure, specific club subject areas and hobby ideas. Part of the budget should be set aside for this area and the selection planned carefully on need. This might work into a duty for the library representative of the school club, in that he reports to the librarian, for consideration, any books that his club could use to advantage.

A sample beginning for such a collection is as follows:

Anderson, K. and Carlson, M. Games for all Occasions. Zondervan, 1951.

Bailard, Virginia and McKown, H. C. So You Were Elected. McGraw-Hill, 1946.

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Hobby and subject books in any area could be added to this list. We must realize, however, that a school library could not have a good collection of this type of material overnight. There are many other needs to be considered when planning a book order, so this collection would have to grow book by book. It might take five or six years or more to build a sufficient collection, but each additional piece of material would be progress.

Besides collecting and handling a wide assortment of materials for the extracurricular program as a whole, the library can be of service in another way. The library room itself is an excellent meeting ground since the entire student body, give or take a few, uses it at some time.

A club activity bulletin board and display space in the library could be used alternately by all clubs to illustrate their activities for the school. Another specific area could be used for school

newspapers that are exchanged with other schools. If each club had a history book or scrapbook, these could be displayed from time to time. The library room itself could be designated as a permanent meeting place for some clubs if there were no conflicts.

In the space of just a few pages I have outlined a plan of advancement and improvement

that would cover years if it could all be completed. Parts of the plan may never be realized, others will be very slow in coming, and other parts will have to be worked with continually. Once an idea is born, others will follow along with slow progress and we will know that we are accomplishing something in our favorite line of endeavor and a cause that we believe in.

*The various extracurricular activities promote student inspiration, interest, growth; create student-teacher cooperation; assure community understanding.*

## Extracurricular Activities Afford Golden Developmental Opportunities

**E**XTRACURRICULAR ACTIVITIES AFFORD GOLDEN DEVELOPMENTAL OPPORTUNITIES, for deep in their very fiber are distinctive guidance possibilities. By extracurricular activities the writer means those activities in the school which are not recognized as forming part of the formal class instruction offered in the organized curriculum and courses.

The introduction into the school of the extracurricular activities as a legitimate part of the school work is the inevitable result of the expanded conception of the school's aim as the optimal development of the socially useful individual.

Extracurricular activities are peculiarly important in the matter of aiding the development of the individual. They are excellent indicators of pupil interests. Clubs, musical activities, newspapers, yearbooks, assemblies, student council, dramatic activities, and athletics are all close to the vital interests of students. They exist because students want them and work at the job of making them a worth-while part of the school.

### OPPORTUNITIES FOR GUIDANCE

Extracurricular activities afford golden opportunities for students and teachers to work together on a friendly cooperative basis thus establishing the rapport so very necessary for guidance. Also little informal contacts inherent in the very nature of extracurricular activities enable guidance conscious teachers numerous opportunities for rendering golden timely guidance counseling.

Students are in a condition to be led to do their own right thinking about important habits,

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traits, attitudes, ideals, and learnings. They can easily be aided in the essential matter of taking stock of themselves and correctly evaluating their attainment. A great deal of vocational guidance can be done through the extracurricular activities.

Many of the activities serve as try-out experiences for the types of work done in different vocations. In this way students gain some ideas of how well they like certain types of work. Also, teachers have better opportunities to discover latent potentialities. Through a wide program of activities the students may be guided to try out many different types of educational experiences.

### FUNDAMENTALLY SOUND

The theory underlying extracurricular activities is fundamentally sound. The whole idea is an outgrowth of some of the best thinking that has been done in the field of education. It grew out of fundamental conceptions of education such as the following:

1. Education results when there is activity on the part of the learner.
2. Knowledge about life is best gained through participation in the activities of life.
3. Many life activities are not present in the subjects of formal instruction.
4. Not all pupils respond to such activities as are found in the subjects of formal instruction.

5. Education for social, ethical, and civic purposes demands participation in social, ethical, and civic situations.

6. School activity situations approximate life in many ways.

7. School activities are life activities to the student.

8. Opportunity for richness of experiences in life situations should be provided as an organic part of the high school program.

9. Participation in the activities of school life provides a means not found in formal subjects by which to provide important learnings.

10. These opportunities can best be provided through non-formal activities.

#### AN IMPORTANT PART OF EDUCATION

Today an important part of education is learning to participate in social, athletic, aesthetic, ethical, spiritual, civic, leisure time, and other types of non-formal activity. To be truly educated the student needs to learn to work and play with others informally as well as in a formal atmosphere.

The very informality of extracurricular activities facilitates the resultant educational gain. Because of this informality students need careful direction and supervision lest they become careless in their extracurricular work. Unfortunately also these activities can easily be over-emphasized to the detriment of the total school program.

Learning an appropriate balance between curricular and extracurricular activity is a part of a good education. The informality of extracurricular activities must not develop into license and disorderliness, neither should there be rigid autocratic control.

The learning of self-discipline is an important educational value derived from extracurricular activities. Students need to see for themselves that the good of the group as a whole requires orderliness and cooperation. This is the usual result if tactful counseling is appropriately given.

#### OBJECTIVES OF EXTRACURRICULAR ACTIVITIES

Indeed, the extracurricular activities are a part of the growing person's education. Man by nature is a social being. Most people will spend most of their lives working with, living with, worshipping with, and playing with others. Extracurricular activities afford excellent opportunities of practicing for this.

At the same time the extracurricular activities provide for the development of the individual as

a wholesome worth-while person. These values emerge clearly when one studies carefully the objectives of extracurricular activities. These objectives are often given as follows:

1. To stimulate worth-while recreational activities.

2. To increase intellectual development.

3. To make worth-while friendships.

4. To increase personal growth, interest, abilities, and personal qualities.

5. To learn how to live in a democracy and to become increasingly self-directive.

6. To stimulate a new and better pupil-teacher relationship.

7. To encourage desirable school spirit.

8. To learn cooperation in group action.

#### GUIDES FOR INTRODUCTION AND ADMINISTRATION OF EXTRACURRICULAR ACTIVITIES

Experience has taught that there are certain principles which should serve as guides for the introduction and administration of extracurricular activities. Some of these guides are:

1. A clear-cut policy concerning such work must be determined in such areas as aim, function, relative importance, etc.

2. The policy having been determined, a program of such activities should be made, and kept appropriately adjusted to the students' capacities and interests.

3. The responsibility for organizing, directing, administering, etc., of such extracurricular activities ought to be definitely placed.

4. Time for such activities must not be left to chance, but a definite period in the daily schedule must be set aside and rigidly adhered to.

5. The extracurricular activities should be organized around group interests.

6. Extracurricular activities should carry on the work by orderly procedure and that such rules and formality be used as are necessary for good group action.

7. Extracurricular activities should be focused by means of school assemblies.

8. Extracurricular activities should be balanced with curricular activities.

9. Extracurricular activities should not compete with professional attainment.

Every precaution must be taken to prevent the development that extracurricular activities are a side show. The educative purpose back of all this work must always be kept in the foreground. Any musical program growing out of extracurricular activities should never be made to rival TV shows

produced in New York City or Hollywood. Such professional performances are not in the province of the school. They take a disproportionate time and attention from normal in-school activities and are definitely harmful to morale.

#### FINE CONTRIBUTIONS TO TOTAL DEVELOPMENT

When extracurricular activities are properly planned and executed they make fine contributions to the total development of the student. They are dynamic means for promoting personal and social development. These activities can be planned so that they will increase vocational knowledge and skill as well as social understanding. The personal side of the student's nature is being developed while his social side is also nurtured.

Our culture has tended to stress individual attainment, enterprise, and competition, but we must remember that too great individualistic emphasis neglects the social aspects. Each pupil has a basic need to be of service, to be a member of a group, and to feel that his efforts further the welfare of the group.

Social development is as important as is specialized individual achievement. Without the ability to get along well with others an individual will find his climb to success difficult. If a student acquires individualized knowledge and skill without a healthy outlook toward the group as a whole, the school as a whole, the community, his teachers, his fellow students, and his future life, his training is one-sided. In that case his criterion of success tends to be selfish personal profit instead of self-realization which considers the welfare of others.

#### NOT A WASTE OF TIME

Some administrators and teachers frown upon extracurricular activities because they say that the students are frivolous, are not interested in responsible work and activity, and are merely wasting time. They say that too often in the periphery of extracurricular activities students are engaged in frivolous conversations concerning the dullness of school, the number of school days left, etc., instead of paying attention to what they should be doing.

It is true that the teacher responsible for extracurricular activities cannot be all places at one time, and should not be expected to be. It is enough if the director of the activity gives suggestions in the form of helpful advice, interested attention, regular attendance at the activity, and

is willing to use his superior "know-how" for the good of the group.

The director of an activity should never be expected to be a slave-driver and a policeman. The school administrators should wholeheartedly back the activity director in eliminating from the group of student participants any individual who engages in undue frivolity.

It is not fair to ask a teacher to put in long extra hours sponsoring an activity in which all of the participants are not interested and cooperative. It is best from the standpoints of school morale and community approval if the policy of eliminating the trouble-makers is well-known and rigidly enforced. Too long there has been an attitude that it is the sponsoring teacher's fault if a student does not seem to be cooperating properly.

Teachers and students are both human beings and should be treated as such. One should remember that participation in an extracurricular activity is a privilege that is to be deserved and not demanded as a right.

When individual students are allowed to disturb and disrupt extracurricular activities they are learning self-centeredness. They should be given to understand that unless they cooperate properly in the normal give-and-take of group activities, they cannot learn to relate themselves successfully to others in the group.

#### MEET INDIVIDUAL AND SOCIAL NEEDS

Satisfactory participation in extracurricular activities meets the need of the pupil both as an individual and as a social being. The student learns valuable knowledge and techniques. He gains insights and acquires skills in human relations. The improved competence in social situations makes the student a happier person and a more efficient one.

Extracurricular activities help the student to learn to be a more useful contented citizen who has learned to further group interests. Society on the local, state, and world basis is benefitted. Our country cannot survive as a world leader against totalitarian nations unless it develops citizens who have learned to work for the welfare of the group.

When the young people in the schools participate in such activities as: dramatics clubs, school publications, letter clubs, camera clubs, business clubs, library clubs, student council, assemblies, debate, music organizations, athletic activities, etc., they learn the ways of democratic citizen-

ship. They gain valuable first-hand experience in group methods of work.

Through handling club money students gain fine experiences in buying, selling, accounting, and community relations. School parties and assemblies involve work in art, music, speech, planning refreshments, and other social learnings. A school newspaper or yearbook offers community contacts through subscription and advertising campaigns as well as valuable training in careful writing, effective speech, and art work.

Helping in the library is an excellent activity which gives plenty of opportunity for social learnings as well as knowledge of books and the stimulation of interest in reading. In fact all group extracurricular activities provide unexcelled opportunities for gaining practical knowledge, skills, and social insight.

In conclusion let us repeat the established fact that extracurricular activities represent golden developmental opportunities and are not only good for the individual but for the school as well. They give opportunities for exploration and guidance, fine contributions to school loyalty and happiness in school life, and finally in developing personality.

Largely through school activities the attitudes of pupils toward school have changed to that of friendly cooperation in the big job of putting the school on the map. It is a known fact that leaders in activities are more successful in after-school life than "non-leaders." Research shows that activity leaders have attained a large percentage of advanced college degrees.

Knowing the values to be gained through extracurricular activities let each teacher as a helper of youth encourage them to use their school years wisely in class and extraclass work always—remembering A. A. Proctor's admonition—

"Hours are golden links, God's token,  
Reaching heaven, but one by one  
Take them: lest the chain be broken  
Ere the pilgrimage be done."

## Merits of an Award System

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The First Annual Conference of the Students of the Ontario Secondary Schools was held at the Saltfleet District High School, Stoney Creek,

Ontario, Canada, and was considered a decided success. The keen enthusiasm of the fine type of representatives sent from the various schools was evident in every workshop. Each workshop was organized with a chairman, recorders, and teacher sponsors. One of the workshops discussed the Award System.

The purpose of an Award System is to give credit to students who have done outstanding work in some phase of school life, major and minor awards such as: pins, blazers, crests, letters, etc., are presented.

Since the student has won awards by his own efforts, it was felt he should be free to decide when and on what article of clothing he should wear his awards. Many schools do not have any official school sweaters or jackets. Some schools feel that the students put these bars away and so they substitute pen sets, plaques, or books for the bar awards.

Awards such as jackets or bars are a great cost to the student council. As a result, some schools let the players pay for their own football jackets. In other schools special performances are held such as dances in which all proceeds go to a fund for the victorious team. At Saltfleet the student council sets aside a sum for school awards; and jackets for the winning team.

It was agreed that if the student could obtain a number of bars in a short period, the standard of the award system would decline. It should not be possible for a student to get a major award in one year.

In Toronto the system is based on three major letters, 3rd, 2nd, and 1st. The third letter is based mostly on sports. The second letter is similar. The first letter is based on academic and sports combined. This letter, being the most important and most expensive, is awarded in grade twelve or thirteen.

It was thought by some schools that the attendance of a student should not be awarded recognition because it is part of the everyday system of going to school. At Huron Park all smaller awards are given up in grade thirteen for one big award because it was felt that this one award was more significant than the smaller awards.

Advantages and disadvantages of establishing a common award system throughout the province was discussed.

If a common award system were established more money would be available in the larger



school. A special staff would determine the awards to be given and there would be one main award that would be recognized throughout Ontario. The majority was in favor of a common award system throughout the province.

However, some schools thought it better not to try to establish a standard procedure or type of awards, either major or minor, but it would be best to establish a similarity in degree and grading of awards.

The question was asked if it would be possible to transfer to another school and still receive credit for awards already won by a student. If the awards system were made common the points toward awards could be transferred without any difficulty. If the award system were standardized the student could have his points transferred. Many felt that while they were in agreement with a standard system it would be very difficult to obtain a workable plan.

All were in favor of leaving this subject until

a later convention so that the opinions from more schools could be offered.

It was felt that the president of the student council should get two bars for leadership because the president is expected to attend all student council meetings; he also keeps in contact with all the activities going on in the school and is at all times responsible for the student's activities.

It was decided that when a student is transferred from one school to another any awards or points be transferred with him and accepted by his new school. The majority of schools presented their awards either at graduation or a special auditorium session.

In some schools, awards have very little value because they are too easily obtained and the students do not have to put forth any effort to get them. In most schools, however, awards encourage school spirit to a great extent. Usually one teacher or a group of teachers are in charge of looking after the award system.

*It has been said, "Anybody who learns to blow a horn will never blow a safe." Many constructive educational traits are involved in music participation.*

## "Just Ten Easy Lessons!"

**H**OW LONG WILL IT TAKE Johnny to learn to play the violin?" Fond parents have directed this familiar question time and again to music teachers throughout the length and breadth of the land. Of course, no one can give a complete or an accurate answer to this question, for Johnny may never be able to learn to play the violin, or for that matter, any other instrument.

A number of things should be given careful consideration before a particular instrument is placed in the hands of anyone, whether it be a child or an adult. What are some of the factors about which we should be concerned? Aptitude, physical capacity, personality, and interest, so vital and necessary for the achievement of performing ability, should be given studied thought beforehand. It has been estimated by leading authorities that approximately fifty per cent of those taking music lessons are studying an instrument unsuited to them.

Are you one of the many thousands of musically-minded Americans, who, at one time or another, took a few lessons from the local "professor"? Although you may have forgotten

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whatever musical knowledge you once acquired, it's a "pretty safe bet" that you can still remember, probably with pleasure, your first experiences with the instrument of your choice, or much more likely, your parents' choice.

A short time ago a mother came to inquire about an instrument and lessons for her twelve-year-old son. Previously, the mother had been advised to get her boy a cornet. It seems the lad, also present, had other thoughts on the matter, and he demanded a "trumpet or nothing."

After the son had embarrassed everyone by "putting on an act," the mother made a hurried exit, saying that she would soon contact us in regard to lessons. Yes, the boy got his trumpet, took about a dozen lessons, and then gave it up entirely. Why? The young man "wore the trousers" in the family. Not only did he usually get what he wanted, but he also *did* things as he pleased.

After the novelty of the new instrument had worn off, this youngster realized that both time and effort were necessary for progress. When he refused to practice there was no parental "backing-up." He rarely touched the instrument between lessons. Finally he decided that he would take no more lessons, for they interfered with so many other things that required much less effort.

What is the real significance of this commonplace experience? In a family where children *get* what they want and *do* almost as they please, music lessons are usually short-lived. Similar cases can be cited by music teachers everywhere. One must remember that parental approval, cooperation, and motivation is not only desirable, but necessary.

No longer need we use the "trial and error" method of the past to determine, to a fairly accurate degree, whether or not a person possesses musical ability sufficient to play an instrument. In fact, it is even possible to know in advance what particular instrument is best suited to an individual.

Many aptitude or talent tests are available and should be utilized to discover what inborn or native musical talent a person possesses. The musical aptitude tests may be procured without any charge from many musical instrument companies, music stores, and studios. A capable musician can administer a test in about thirty minutes. Any effective means of determining a person's musical potentialities is of considerable worth to all concerned.

Let us assume that it has already been determined that the person possesses some inherent musical ability. The next step is to "discover" which instrument is best suited to him physically. To avoid becoming too technical, only two examples of the physical element in the proper selection of an instrument are given.

It is definitely unadvisable to give a trumpet or any instrument with a cupped mouthpiece to a person having decidedly uneven front teeth; or to give a trombone to one having short arms. A similar application of the adaptability of each and all instruments could be made.

Thus it is possible that the boy cited in the unsuccessful experience with the trumpet had both the necessary talent and physical ability. It is also a likely premise that his personality and disposition caused him to be unfit for the study of any instrument.

Are you one of the estimated 15,000,000 Americans who already play an instrument? Are you

included among that even larger number of individuals that started taking lessons only to give up within a few weeks or months? If you belong to the latter group, why did you discontinue?

Undoubtedly among the answers to this question will be three frequent responses: Lack of interest, unwillingness to practice, and poor teaching. Again we must revert to our previous thought that lack of interest is due primarily to inadequate inborn talent, the selection of the wrong instrument, or the use of an inferior instrument.

Unwillingness to practice is probably the most prominent reason why students discontinue their lessons before learning to play. Very often upon hearing an artist perform expertly upon his instrument, the listener is so impressed that he decides "on the spot" to learn to play that instrument. Nary a thought is given to the great amount of work necessary for even the most elementary performance.

"He won't practice. Why should I continue with his lessons?" This is a frequent lament of parents who cannot control their children. Few children, of their own free will and accord, will conscientiously do all the required practicing. Learning to play an instrument is not easy. Since an enormous amount of hard work is necessary before satisfactory results are attained, both regular practice and wholehearted cooperation by parents are highly essential.

Many parents have the false notion that unless a child practices of his own free will, he is not "cut out" to be a performer on the instrument that he is studying. Many of our top-ranking artists disliked practice and did much of it under pressure.

In many instances, poor teaching is to blame for failure of the student to continue with his lessons. Of our estimated 20,000 music teachers, a number do not use progressive, comprehensive, and up-to-date teaching material and methods. Progress is often too slow to satisfy the pupil. With the waning of interest he soon becomes discouraged and drops his lessons entirely.

In fact, one might state, many teachers are unqualified. In what comparable profession can a person set himself up in business without first proving himself capable by virtue of an examination, license, or both? Many music instructors have little or no educational background or knowledge of teaching procedures. Ability to perform is not the one and only requisite to good teaching! Many fine artists are dismal failures when they

attempt to teach. All things being equal, the music instructor should be both a fine musician and a qualified teacher.

Some persons will learn to play in spite of the teacher. Don't be unduly influenced when a teacher proudly names one or two of his successful pupils. It is possible that these individuals were very musically inclined and would have learned to play even without a teacher; they might, however, have attained a greater success with a more qualified instructor.

"Which is the easiest instrument to master?" Only one response can be given to this oft-repeated question. "There is no such thing as an 'easy' instrument." All are difficult to play artistically. Although it is possible to show greater initial progress on certain instruments, it is well-known that string instruments, in comparison with wind instruments, require at least twice the length of time to master. This is a matter of time rather than of difficulty.

The majority of people can learn to play an instrument for both their own and their friends' pleasure.

"How long will it take?" With individual differences, the length of time necessary will vary with the student. Nevertheless, let us first rid ourselves of the "ten easy lessons" complex and understand from the very beginning that there are no effective "short-cuts" to artistry.

America is, undoubtedly, the most musical nation in the world, due, primarily, to our progressive school program. It is becoming increasingly more so. Certainly there is no more interesting or pleasing avocation than the ability to perform acceptably on a musical instrument. "You, too, can be the life of the party," is an old statement which may still apply to any of us, provided that we have some talent or ability, "stick-to-it-iveness," and a good teacher.

Once started, don't quit, for then the only profit that you will have for your effort is the knowledge of how to quit and a stronger habit of quitting. It is always too soon to quit. A little more initiative, an added amount of patience, and additional effort would probably have been the difference between success and failure in your musical experiences.

***Modern inventions, equipment, and practices provide teaching aids, information, "gadgets," and procedures that assure practical and efficient education.***

## Audio-Visual Aids for the School Marching Band

**F**OOTBALL TEAMS ON THE HIGH SCHOOL AND COLLEGE LEVEL are frequently filmed on 16 mm. motion picture film. This film is a useful and valuable aid to the coaching staff and players. Having the game on film enables both groups to study the action that took place during the game. Corrections in individual and team play result from a careful analysis of these game movies.

Unfortunately, the pregame and half time activities of most marching bands are not filmed at the high school level. If film is useful and helpful to the football coach to make corrections, movies certainly will be valuable to the band director to study and evaluate marching formations on the field during the half time intermission.

As with the football coach during the game, the band director is on the field during the half time performance. This is about the worst place

in the stadium to watch the action, as any football coach will testify.

Motion pictures of the band, like those of the football game, should be taken from the roof of the press box, or the roof of the stadium. It would be wise for schools to consider an elevated platform being built at or near the midfield area, if no height is provided. Elevation above the field is a prerequisite for motion pictures that are to be used to analyze form and marching techniques.

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and

**DICK FLANAGAN**  
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The cameraman who is assigned to take the football films, can, with little added effort and expense, take slow-motion movies of the band in action.

The movies are taken in slow-motion photography. This has the effect of magnification. Football movies are frequently filmed at 32 frames a second. The film is projected at 16 frames a second. As a result, the action remains on the screen for twice the length of time as it took on the field. In the interest of economy, however, the band movies could be filmed at 24 frames a second, or two-thirds speed.

There is an advantage in filming the marching at 24 frames a second. Most 16 mm. sound projectors operate at two speeds: silent (16 frames per second), and sound speed (24 frames per second). By projecting at silent speed, slow-motion is possible, thus permitting more detailed study by the group. However, when the projector is operated at 24 frames a second, the actual time the maneuver took on the field can be shown.

During the past five football seasons, we have filmed the games for Union Hill High School in Union City, New Jersey. Two Bolex 16 mm. cameras are used to film the game. A Norwood light meter is used to indicate the correct camera lens opening.

During recent years the pregame and half-time activities of the Union Hill band has been filmed for the band director. The Du Pont 930 film for day games and 931 for night games is processed in a film lab in New York City at the same time as the football film is developed. Thus the coach has his film back within hours after the game. The band director also has his film at the same time.

The film of each activity is kept separately. The football coach is not too interested in the band and prefers to have just the action of the game. The rapid service provided by the lab, however, gets the film back to the band director equally fast.

#### WHAT VALUE COLOR?

Our movies of the marching band have been made with both color and black-and-white film. Both have advantages and limitations. The black-and-white film costs less, and can be processed with the football movies. This means the band director has the film back on Sunday morning following a Saturday game. The film is ready for him on Saturday afternoon following a Friday night game. This gives him plenty of time to study and evaluate the film and make notes on

the corrections that must be made before showing the film to the band members on Monday.

The color film costs more, and does not have the latitude of black-and-white film. The exposure must be right "on the nose" for excellent results. Black-and-white exposure can be off as much as a full stop and still give good analytical movies. Cost of color film is about \$8.60 per hundred feet including processing, while the other costs \$5.90 per hundred feet. Most film labs do not process color film on the week end during football season. Ansco does, at its Union, New Jersey lab, but charges an additional \$2.00 per hundred feet for this service. Color film does look beautiful, and is excellent for public relations purposes.

The football movies are usually taken with a 2- or 3-inch telephoto lens. The band can be filmed with a telephoto lens on the camera, or with a regular 1-inch lens. The telephoto lens permits close filming of the marching techniques, while the 1-inch lens permits a much wider area on the field to be covered. The 1-inch lens cover an angle of 24° from the camera, the 2-inch lens will cover 16°, while the 3-inch will permit an area of 8° to be filmed.

The band members are able to see their mistakes in marching, if the lines are straight, who is out-of-step, and how they look going into and out of formations. It is much easier for the band director to make corrections when the students can see their errors and what improvements have to be made.

A comparatively new use of another audio-visual aid is the value of the tape recorder in football. The tape recorder is placed near the spotter in the press box. Any remark that is passed to the coach at the bench is recorded, comments about certain players' action, type of defense used, calling of a particular play, etc., is a record for use after the game.

The tape recorder is located at the game, near the spotter. A student can easily operate it to record the half time music of the band. While the noise of the spectators can also be heard on the tape, the recording, nevertheless, can give a good indication of how the music sounded to the crowd during the game.

Band directors should consider using motion pictures and the tape recorder to help with their half time activities. Many improvements can result from the use of this audio-visual equipment.

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*To assure smooth operation and efficient student participation and development, all school departments and activities must be ingeniously correlated.*

## The Activity Program and the School Curriculum

**C**LASSROOM TEACHERS ARE CONTINUALLY CONFRONTED WITH PROBLEMS arising out of the extracurricular program. Students who participate in various activities are excused from classes or are not available when make-up work is given. The teacher must find ways of keeping up standards and at the same time retaining the good will of the students, other teachers, and the administration.

Modern teachers accept the importance of the activity program. School is more than reading, writing, arithmetic, or anything else which is offered as subject matter. The activity program has great vocational, social, and psychological value for the youngsters. Certainly a community's thinking about schools places great emphasis upon the activity program.

Yet, the classroom teacher has all of these things to face: the track team (football, tennis teams, etc.) are going to play in another town and must start on the trip early. Members of the team are to be excused from classes. A note comes from the principal or dean to the effect that these people are to be excused from classes on Friday. Their work must be made up at a later date.

The day that the teacher has a make-up examination scheduled, all members of the track team can make it. But other absentees have to rehearse for the large play production. Since this is the last week of rehearsals, they cannot miss a single session.

Another group misses class because of a debate team trip, and more because of a field trip for the science class. In a brief time, the teacher's whole class schedule is completely disrupted, and he wonders whether he will get any consideration at all. Not only is his own class schedule disrupted, but his extracurricular program is interfered with when he must arrange make-up examinations.

On the other hand, the teacher has his own extracurricular program to think of, and he may need to have some of his own people excused from classes for special trips or special programs.

This poses a dilemma. It poses a special dilemma in schools which exaggerate the importance of the activity program. This some schools definitely do!

**ERWIN F. KARNER**  
*State Teachers College*  
Dickinson, North Dakota

If the activity program is presenting difficulties for the classroom teachers, a faculty meeting should be held to discuss how the academic and activity programs can be coordinated. Special grievances and problems should be aired in an atmosphere of cooperation. A solution should be worked out which will satisfy the faculty. If necessary, a committee can be appointed to draw up a list of rules to guide teachers in requesting excuses and in excusing people.

It should be kept in mind that the study program is still the most important part of the total school program. The activity program is extracurricular—extra. Its highly important values for the youngster are achieved aside from the regular school program. If the activity program should interrupt or slow a student's progress through school, then that program ought to be dropped.

The faculty should be sure that no unnecessary cuts are allowed. That is, students may take advantage of an excuse to miss more classes than necessary. They are to be excused during the afternoon only, but they skip morning classes.

Schedules should be carefully drawn up so that as little time as possible need be taken from classes. Often unnecessary extra time is taken because the sponsoring teacher has not carefully ascertained how much is really needed to make a trip or take part in a program.

Students whose work is not up to standard should not be permitted to take part in activities which necessitate them missing class work. Teachers should check with each other periodically to find out whether the people that are in their activities are doing an adequate job in their studies.

Activities which necessitate taking time off from class work should be scheduled well in advance, and classroom teachers informed about them. Classroom teachers can then plan in advance so that they will not have examinations or very important work scheduled for days when a number of people will be absent from class.

Work missed by students who take part in activities must be made up. The teacher should



insist upon it fully. This will discourage students from taking too much liberty with absence excuses, and will also encourage teachers to supervise their own activity people more closely. These teachers will not want to take too many liberties for these people because it will hurt the students later on.

The principal or dean should supervise closely the excusing of students from class. Instead of just issuing a notice which says that "the following students are to be excused and their work made up," he ought to check to see if the trip could be made later or the students attend the program later.

Finally, it should be impressed upon the students that their first responsibility is to their class work. They may like playing tennis better than studying English, but they are making progress through school by studying English. Most of the time they will be very willing to cooperate. As is always the case, only a few will try to take advantage of their situation.

Proper disciplinary action ought to be taken if it is discovered that a student is taking advantage of his activity to miss classes. And the extracurricular teacher should cooperate in giving out this punishment, or his prestige about the school will suffer.

Finally, no one teacher should receive special privileges. Naturally, the character of the activity will determine when student participants will have to miss class and how many times. But special care ought to be exerted so that one teacher does not obtain a more favorable position than the others. Such abuses of privileges certainly exist in some schools.

What has been said here about classes holds true for make-up examinations or make-up classes, also. Teachers should arrange to schedule these at convenient times. They should be scheduled well beforehand so that there will be no conflicts with students' other plans. After they are scheduled, the teacher ought to insist that students meet this schedule. Again, proper punishments can be provided for those who don't, or won't, cooperate.

## Color Day is a Tradition

**CAROLYN GOLDING**

**Parkersburg High School  
Parkersburg, West Virginia**

Conspirational whispers fly about, C-Day is approaching! Those "in the know" look smug

but, with the zeal of duty-bound patriots, breathe not a word of top-secret plans, C-Day is approaching!

C-Day is here! A new flag flies over Parkersburg High School, West Virginia, a new group rules, and two very special colors are worn proudly by the seniors.

Underclassmen take a back seat, not through deference, but through tradition. It's Color Day; coronation of the graduation!

The new flag flies proudly from a well-guarded flagpole; woe to the underclassmen who make the traditional attempt to wrest it from its place on high! Designed and sewn by proud and eager hands, the flag is a symbol of supremacy; carrying out the hallowed class colors, the revered rectangle is referred to proudly by the mighty seniors. It's Color Day and nothing can go wrong.

Rumors whirl about of junior class attempts to steal the flag; it would be unbearable if the beloved flag were captured and the senior party tonight became a "Junior-Senior" party. However, reassured seniors sit back and relax when they hear that any would-be captors will be expelled at once.

The Senior Doors, always forbidden territory to underclassmen, are especially sacred today; the Senior Steps, centrally located and so convenient are also forbidden ground, so grumbling underclassmen go the long way 'round to reach class on time.

High spot of the day is yet to come, though. Rumors and counterrumors circulate. What will the Color Day show be? Who'll be in it?

At last the big moment arrives and proud seniors, noticeably minus the 100 members of the show cast, march into the auditorium to the reluctant applause of the junior class.

The curtains part and the show begins. Seeing their fellows cavorting on the stage in the most unlikely costumes, roles, and situations imaginable, seniors (and even juniors) are convulsed with laughter.

The spectacle symbolizes the Seniors' Color Day freedom, entirely student-written and directed, it is seen by only one teacher before actual presentation. And that teacher is the beloved Senior Class sponsor. As the curtains close, seniors agree that, "It's, naturally, the best show ever!" "Next year's will be better," according to the juniors. But everyone agrees that it is: (1) hysterically funny; (2) most original; (3) loaded with talent; (4) a shame we can't see it twice.

A second performance of the show is given for the sophomores, but that is only a minor detail, for now every senior is wondering what the party will be like.

Decorators are buzzing in the gymnasium, using the senior colors to transform it into a sparkling fantasy for tonight.

The day flies by and soon it's party time. As the seniors step into party-land, they notice their flag, displayed high on the wall.

Entertainment for the evening is mainly re-

enacting of the high spots of the show from earlier in the day. After laughing hysterically at the actors all over again, they dance the evening away, until the end of the party announces the close of Color Day—best day of the year, except for Graduation Day, of course.

How long has this been going on? Every February since 1926, when Color Day replaced the then traditional "Freak Day."

"Princes and lords may flourish or may fade," but COLOR DAY will wend its new-old way!

***Members of the student council of this school work hard to improve the environment of students, including adjacent facilities, among the many others.***

## Students Work to Improve School

**"T**O WORK TO IMPROVE THE MORAL STANDARDS OF THE STUDENTS OF INGLEWOOD HIGH SCHOOL" was chosen by the student council of Inglewood High School as the first and most important objective for their first semester work this year. It would be impossible to recount all of the discussion which led to this decision.

It wasn't that they felt their moral standards were lower than in any other school, but rather that there were some areas where they thought students could and should improve. When the objective was fully discussed and outlined it was enthusiastically accepted by the whole group. It was interesting to see what plans would be made to bring about the realization of their goal.

Right away it was agreed that the publicizing of the existing "Code of Ethics" was one way to call the attention of the entire student body to this important objective. Groups giving dances were asked to include in the bids, notification outlining the students' responsibilities in seeing that they and their guests conducted themselves appropriately.

This action was actually for the benefit of a very few students (as is usual). It did, however, make the girls who were bringing out-of-school boys to the dances especially conscious of the fact that they would be held accountable for any infraction of the rules of conduct.

The immediate result was that the proper tone for the dances was set by the students themselves for their own conduct and the groups giving the dances were responsible for checking for any

**LOU McMONIES**  
***Vice-Principal and***  
***Student Council Adviser***  
***Inglewood High School***  
***Inglewood, California***

infringements. All were very much pleased to receive the full cooperation from those attending the dances.

Next a special committee was set up to tackle "The Malt Shop Problem." In fact, this was an *extra-special committee!*

The reason that this was so was that there was an unusual amount of interest, enthusiasm, and eagerness to serve on this committee which was going to try to do something about the fact that minors were smoking in the malt shop located just across the street from the school on the main state highway.

The fact that the shop bore the name "Sentinel Malt Shop" (Sentinel is the school nickname) made it of even more interest because the



**"Student Hangout"**

students felt that the school reputation was being adversely affected.

To present a little background before going on, we need to mention that some years back this same malt shop had posed another problem. *Then*, it was the fact that students were permitted to go there for lunch. Some were also running over between classes as well as going before and after school. (See SCHOOL ACTIVITIES MAGAZINE, November, 1954).

Upon recommendation of the council at that time and after long preparation and work, the principal was asked to declare the malt shop out of bounds at noon, and with the help of student opinion and supervision, students no longer went there at noon or between classes.

Realizing that they were trying to take a big step forward in attempting to get both the manager of the malt shop and the offending students to cooperate with a "NO SMOKING BY MINORS" policy, the 1959 student council began to work.

Briefly, and not to minimize the number of meetings and discussion which were held nor the deadlines which were set, the committee decided on a plan of action and following are the steps of procedure as they took them:

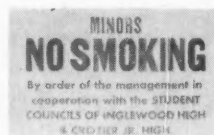
1. *The committee and other assigned members of the council went to the malt shop upon several different occasions to "see what was going on for themselves."* This took more nerve than you can imagine as none of the student leaders put a foot in the malt shop. After seeing that some of the ones who were smoking were indeed our own students, that others were from the Junior High School, that still others were from nearby schools out of our district, the group was ready for the next step.

2. *A meeting with the manager of the malt shop was requested.* Meanwhile certain articles and editorials had been appearing in the school paper. By this time, too, most of the students knew that the council was interested in the smoking problem at the malt shop and were trying to correct it.

3. *The meeting was held.* The manager came for the meeting rather reluctantly but finally agreed to try out for a period of six weeks the plan of requesting minors not to smoke in the malt shop. The students agreed to furnish appropriate signs, to prepare the student body further by additional articles in the school paper, through the House of Representatives, and by means of an assembly presentation.

This assembly presentation was to include the chairman of the committee and the principal, speaking upon request of the committee. They further agreed to contact the Junior High officials and council and get their cooperation. One more thing was to ask the cooperation of two nearby service stations for closer supervision of the cigarette vending machines on their property.

4. *The signs were taken over to the "Sentinel Malt Shop" and were posted in conspicuous places.* They read "Minors—No Smoking" "By order of the management in cooperation with the student councils of Inglewood High & Crozier Jr. High"



"Student Sign"

the student councils of Inglewood High School and Crozier Junior High School." All of this occurred in the months of November (discussion and initial plans), December and in the first week in January. On Monday, January 12, the signs were posted. Almost like a miracle, smoking by minors in the malt shop ceased. Now, in February, six weeks later, the happy and convinced manager says that his business is better, minors are co-operating and his faith in teen-agers is restored. He definitely plans to continue with the present policy.

The majority of the students of Inglewood High School are very much pleased at this type of positive action on the part of their student council. The few who feel that they must smoke do it farther away from the campus and this was one of the results the committee and council had expected.

An almost unbelievable aftermath, and one which was totally unexpected considering the difficulty with which the Sentinel Malt Shop manager had been persuaded to try out the scheme, *was the request of the owner of a nearby lunch room for some of the signs to put up in his place!*

It is our belief that recognition of this type of a problem as one in which they were concerned and which they wanted to solve is full proof as to how very worth-while the work of a student council can be in improving the moral standards of high school students, both on and off campus. When student councils help to change attitudes for the better they are surely accomplishing the larger school objective of producing better citizens.

NOTE: See article in "How We Do It" section, page 292, entitled "Enumerating Objectives of the Student Council," by the same author.

# ASSEMBLY PROGRAMS

for September

## THE CURRICULUM ASSEMBLY

For more than fifty years, Cass Technical High School has served the community through a school which is unique in organization and structure. Within its fifteen curriculums, it prepares youth for employment on the technical level, or for ready admission to further education at the college or university level.

With a population of 4,700 students at Cass, the idea evolved to organize meetings by curriculums, each one to be held in the auditorium at a scheduled time on Assembly Day, October 15, 1958.

This unique plan afforded opportunity for students to meet with their curriculum head who addressed them. Following is an account of one of these meetings.

### The Home Economics Curriculum

Dorothy Patnales, Curriculum Head

This is the first time we have had the opportunity of being together as a department. It is a privilege to work with you and to guide you in your chosen field. However, you selected your curriculum, and it is regrettable that some of you, at the present time, are not doing all that you can academically.

Your curriculum is Home Economics, which means the science of living. Behind every man, as the head of a household, is a well-educated woman. This educated woman is the backbone of the family unit.

Your curriculum has four main divisions: Clothing and Fabrics; Institutional Foods; Pre-nursing; Pre-nursing—Commercial.

In addition, your curriculum has the same requirements as other curriculums for those who seek advanced training beyond high school.

You are required to take: English; Social Studies; Science; Mathematics.

If you have the ability and desire, you may elect additional English, science, or mathematics. You may wish to try your skill in other areas such as drafting, art, and music. Make your wants known, and your course of study will be tailored to fit your future plans. Perhaps your best contact for help is your home room teacher. You have the responsibility for being there every day because:

1. Attendance is taken in the home room.

## RUTH J. PATTERSON

*Cass Technical High School  
2421 Second Avenue  
Detroit, Michigan*

et al.

2. Announcements from the office are made through the home rooms.

3. Programs are set up in the home rooms.

4. Report cards are received and returned to the home rooms.

You are to see your counselor if you wish to be excused for a part of the day.

You have the privilege of an education—what are you doing about it? Educated people show evidence in their daily living of what they are. You need not tell anyone that you are an educated person because education shows in:

### HOW YOU LOOK:

Barbara Jones modeled a royal blue shirt dress with gathered back detail and silver coin buttons down the front.

Karen Pittman was attractive in a brown princess jumper with a drip-dry yellow blouse and carried a green sweater.

Katherine Slater wore an orlon-cotton blouse with a brown plaid pleated skirt.

Sylvia Wilson modeled a sweater with horizontal lines and a skirt with vertical plaid stripes and high patent leather heels—showing the effect of an unplanned wardrobe.

Vickie Wellman wore a trench coat for a short full figure—appropriate for sports wear and school.

Attention was called to bodily cleanliness, facial expression, neat hair arrangement, medium nails, and proper make-up.

### HOW YOU ACT:

1. In the lavatory.
2. In the cafeteria.
3. In the elevator.
4. In the halls.

### HOW YOU FOLLOW AND OBEY RULES:

Your Identification Card is your Operator's License.

## CASS HAS SERVICE GROUPS:

### **Cheer Team**

Barbara Pitts, 12B

Hello, my name is Barbara Pitts, and I am here representing the Cheer Team. Tryouts for the Cheer Team begin in March and end around the second week in June.

In order to be eligible for the Cheer Team, you must be in the 11B grade and have no "E's" on your last report card marking previous to the tryouts. You must also have a pleasing personality and be able to get along with your fellow classmates and your teachers. See to it that you maintain high scholarship, and I'll be seeing you in March!

### **Student Council and Sportsmanship Council**

Barbara Kittinger, 11B

It is my privilege to represent the Student Council, which is one of the most important organizations in any school. This is especially true here at Cass.

One of the important functions of the council is to convey students' opinions and suggestions to our principal.

The council sponsors many social activities and works to improve school-community relations. To belong to the council, a student must be elected by his curriculum and must have a "B" average.

Another important organization is the Sportsmanship Council. Its purpose is to promote good sportsmanship among high school students, during school, after school, and especially at sports events.

Anyone who is genuinely interested in promoting good sportsmanship and who is willing to work with a group to achieve it is eligible to join this organization.

### **Journalism and the Technician**

Audrey Gardner, 12B

My name is Audrey Gardner, and I am here to tell you about the requirements for working on the "Technician," our school paper.

Journalism (1) is a 5-hour credit course—an elective subject. Those students who have high marks in composition (2) and American literature are eligible for journalism (1), which may be substituted for composition (3). In addition to these requirements, the student must qualify by passing a written examination. Journalism (2) is an elective subject. It is a 2½-hour credit course and may be carried for not more than two terms. Journalism (2) students may report for the "Technician."

### **The Triangle**

Cartrina Fuller, 12B

It is my privilege to inform some and remind others of the fact that Cass does have a yearbook.

This book is published annually—one a year. Fortunately, the yearbook is available in two different covers and at two different prices. You may choose the hard back book for the low price of \$2.00 or the soft cushion back for a slightly higher price of \$2.50.

The "Triangle" includes individual pictures of seniors, home room groups, the various clubs, and other activities of the school. For a nice reference to the "good old days at Cass," you will be very glad to own the "Triangle."

### **Big Sisters**

Donna McKenzie, 12B

In each of the Home Economics home rooms, there is a big sister and a little sister. The big sister is a girl who ranks high in scholarship, leadership, and citizenship. In addition, she must have the ability to understand someone else's problems. She must be responsible and be able to set a good example.

As a big sister, her job is to assist the home room teacher in taking daily attendance, to see that each girl has the correct classes and hours, and as she is usually a member of the Cass Capettes, she carries various messages from the curriculum head back to the girls in her home room. In this way, the big sister acts as an agent between her home room and the curriculum head.

The little sister is an assistant to the big sister. When the big sister becomes a senior and leaves her home room, the little sister steps up to the position of big sister. Before leaving, both of the sisters get together and decide who will be best qualified to become the new little sister.

## CASS CLUBS AND ORGANIZATIONS:

### **Girls and Sports**

Mary Ann Palutis, 12B

The young women of Cass should never feel that they have nothing to do except homework. They can always participate in sports.

There are a number of sports activities offered for girls. Basketball, swimming, and tennis are three of the most popular. Tryouts occur at various times during the year. They are announced in the school paper, the "Technician," in the home room notes, or on signs posted in the girls' locker rooms.

If you participate in one of these sports, you may win yourself a letter sweater, which you'll be proud to wear and show off to your friends. This sweater entitles you to become a member of the Letter Girls' Club, where you will meet other girls like yourself. In this club, you will help plan dances, parties, and picnics.

You can really go a long way by just participating in one sport, so don't let yourself down—



instead bring your spirits up by participating in the sport of your choice.

#### **Cass Caperette Club** Elaine Gunter, 12B

So many girls have asked, "What is the C.C.C., and what is its purpose?"

Well, first the Cass Caperettes is a group of girls representing the Home Economics Department. Second, to become a Cass Caper, a girl must be selected on personal qualities, such as cooperation, courtesy, dependability, and initiative. Girls are recommended by a member of the Cass Capers or by their home room teacher. The purpose of the club is to develop personality, leadership, teamwork, and to stimulate school spirit. The areas which we feel have an important bearing on you as individuals and therefore would reflect upon this club are: the school, the home and YOU—a growing personality. The sum total of all your activities make you what you are. To uphold the ideals of the Cass Capers and to be a fine example of womanhood at all times is our goal and our pledge.

Other clubs in which Home Economics girls might be interested are: Y-Teens; Future Teachers of America; Junior Red Cross; Biology Club; Radio Club; Speech Club; Drama Club; Creative Writing. No matter to which club you may belong—you get only as much out of it as you put into it.

#### **Volunteer Community Service**

Cass students gave 322 hours of volunteer service to community agencies during the summer as follows:

| Students        | Hours | Agencies                               |
|-----------------|-------|--|
| Carol Williams  | 90    | St. Clair Shores Recreation Department |
| Kay Washington  | 64    | St. Peter Claver Community House       |
| Sue Mize        | 60    | V. A. Hospital                         |
| Beverly Jackson | 54    | YWCA Lucy Thurman Branch               |
| Diane Watts     | 54    | YWCA Lucy Thurman Branch               |

#### **Future Activities**

Cherry Pie Contest; Betty Crocker Contest; Graduation Service Awards.

This assembly was successful because it achieved the objectives of a curriculum assembly in a variety of ways.

It was educationally valuable inasmuch as it presented the different courses in the curriculum, thus enabling the students to plan their programs more effectively.

There was variety throughout the program with student as well as faculty participation. The

various clubs and activities of the school, as well as out-of-school activities, were presented in an interesting manner. Each student who stepped to the microphone delivered a message with pride and confidence to an interested, well-behaved, teen-age audience.

The assembly program emphasized the value of more and better education, thereby encouraging every student to reach his highest potential, which is especially important in a democracy.

#### **SCHEDULING IS MOST IMPORTANT**

And so, in many schools May brings to a close the Assembly Program. New calendars are formulated and already the coming year's activities are being formulated.

It is possible to work out auditorium activities so that as many students as possible have an opportunity to appear on the stage during the year in well organized programs, the result leading inevitably to: (1) Better audience appreciation and attitudes; (2) An eagerness to come to an assembly program; (3) Interest in being in an assembly program; (4) Pride in each program which promotes growth of school spirit; (5) Better public relations with parents and community who give valuable lip service after having seen the opportunities offered the students; (6) Invaluable experience to script writing committees, student directors, and cast.

True, the work of the assembly director is never ended, but in a school where a special group plans, writes, casts, and directs each weekly assembly we are enthusiastic about student designed assemblies.

Hats off to the many schools who put student responsibility to work on the assembly program. For truly here is democracy at work!

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| 10"                                  | 2.15  | 2.30  | 2.35  | 2.60  | 5.25   |
| 20"                                  | 3.75  | 4.00  | 4.10  | 4.45  | 7.20   |
| 50"                                  | 7.10  | 7.15  | 7.80  | 7.90  | 11.50  |
| 75"                                  | 9.15  | 9.20  | 10.15                                       | 10.85 | 14.95  |
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## What You Need

### NEW IDEA IN PLAY SET

Young athletes can now play fast, exciting versions of polo, field hockey, and other goal games with a new product called Safe-T-Mallet. From handle to head, Safe-T-Mallet is made entirely of lightweight, resilient polyethylene. It is said to permit free-swinging game action without causing injuries. Manufacturer is Cosom Industries, Inc., 6012 Wayzata Blvd., Minneapolis 16, Minnesota, creators of Safe-T-Play Products.

A complete game set consists of four Safe-T-Mallets, one Little Fun Ball, four dome-shaped goal markers (all made of polyethylene) and a folder of instructions and complete rules for seven games. Mallets are supplied in two colors—red and yellow—to identify each player's team. The games are reportedly ideal for boys and girls from ten years old and up. In these games, youngsters sock the ball on-the-run like real polo players—minus the horses.

### CATALOG IS NOW AVAILABLE

A new 16mm film catalog for 1959 is now available at no charge from Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood 28, California.

This catalog lists over 100 classroom films for sale and rent, including subjects in the field of art, languages, social studies, and science—from primary to teacher-training levels.

### DAY OF A JET PILOT

"A Day in the Life of a Jet Pilot," fourth in a series of highly illustrated aviation education books produced by the Materials of Instruction Committee of the National Aviation Education Council, is designed for young students interested in aviation.

It introduces a typical jet pilot, not only as a flying engineer, but also as a working member of his community. Full page illustrations show how his daily work requires many skills, much technical knowledge and steady courage.

The 30-page booklet is 50 cents each copy, with discounts for quantity orders. Single copies of three previously published booklets: "Look to The Sky," "Jets," and "Helicopters" are also 50 cents each, with discounts for orders of 25 or more copies. Order from the National Aviation Education Council, Materials of Instruction Committee, 1115 17th St., N.W., Washington, D.C.—School and Community

### School Activities

# News Notes and Comments

## **Council Presents Assembly Program**

The student council of Roosevelt High School, Portland, Oregon, held its first assembly the latter part of October. The purpose of the student council assemblies is to better acquaint the student body with the proceedings and responsibilities of council members. Reports were made on projects completed at that time—a successful workshop, Friendship Week, the sale of student handbooks, Sadie Hawkins Dance. An official school march was adopted, a plan for obtaining a spotless campus was discussed, and a pep assembly followed the adjournment of the meeting.

## **Students Print Yearbook**

Charles L. Johnson, supervising teacher of art and sponsor of the yearbook staff at Horace Mann Laboratory School, Northwest Missouri State College, Maryville, has announced that this year's yearbook will be printed entirely by students of the school.

"The Memories," school yearbook, will be printed on a newly-acquired 1250 Multigraph Offset Press and printing frame. The press will allow the staff to go beyond the limits of the usual stereotyped design of most high school yearbooks.

The staff will lay out all pages, prepare artwork suitable to offset printing, make the plates and print in several colors. Retouching of the negatives used in offset printing is being coordinated with the commercial art section of the school's art department.—School and Community

## **Aviation Education Workshop**

The Annual National Aviation Education Workshop will be held June 29 to July 31, 1959. It will be held at the Montana State University, Missoula, Montana. The workshop is co-sponsored by the State University, Civil Air Patrol, United States Air Force, and the Montana Aeronautics Commission. Many other agencies are cooperating to make this a very successful workshop. Scholarships will be awarded on the basis of an essay contest. For further information, address Dr. Marian Wagstaff, Space Scholarship, P.O. Box 222, Venice, California.

## **Audubon Camps Planned**

Four summer conservation and outdoor education camps are conducted for elementary and secondary teachers by the National Audubon Society. Camps are located in Maine, Connecticut, Wisconsin, and California. Most sessions are scheduled for two weeks and some provide college credit. Purpose of the campus is to provide teach-

ers and other youth leaders with a professional interest in nature and conservation, and to demonstrate the best methods of good teaching and group leadership. For further information write to the National Audubon Society, 1130 Fifth Avenue, New York 22, N.Y.—Ohio Schools

## **Kayette Summer Camp**

Invitations for summer camp delegates have been sent to each Junior and Senior Kayette club. Sessions will be held at the Rock Springs Ranch Camp.

The camping program will include discussions on the following topics: Vocational programs, programs on perplexing problems, community and world service, group leadership, school spirit through school service, programs for personality development, finance and publicity, leading the music, and program planning. A creative period will be held each day for all campers.

Girls may select the way in which they would like to help with the camp program. These groups will include: Synchronized swimming, morning meditations, banquet program and decorations, general sessions, and chorus. Campers selecting chorus will need to be able to read music and be a member of a local music organization. Those girls selecting synchronized swimming must be classified as advanced swimmers.

Recreation classes will be held in the late afternoon, and girls may enroll in one of these groups: Beginning swimming, intermediate swimming, advanced swimming, rifle range, crafts, horseback riding, supervised games, and nature hikes.—Kansas H.S.A.A. Bulletin

## **Activities Are Important**

You may ask why extracurricular activities are so important. First, belonging to the different clubs and organizations and participating in sports gives you the opportunity to meet and know your classmates more intimately. Second, clubs and organizations provide the opportunity to work with your fellow students. Third, during your high school years you need to mature socially as well as scholastically and nothing can help you more than participation in outside activities where groups of students get together and try to accomplish different objectives. In general, extracurricular activities round out your education more thoroughly and make high school much more exciting and interesting.—The Ocksheperida, Sheridan High School, Sheridan, Wyoming; Student Life

### Will Have Publications Workshop

The nation's largest high school publications workshop will be held at Ohio University, June 21-27. Conducted by the O.U. School of Journalism, the workshop is now in its fourteenth year. Last year 1,324 high school editors and advisers attended, representing 295 high schools in nine states.

The workshop is an organized program of classes, demonstrations, and practical experience for students and advisers. In addition, special sessions are arranged for advisers. Workshopers publish three newspapers during the week: "The Streamliner," by mimeograph; "The Workshopper," letterpress; and "The Offset Gazette," printed by offset.

Divisions open to workshopers are: (1) editing and advising of letterpress newspapers; (2) editing and advising of yearbooks; (3) Business phases of newspapers and annuals; (4) editing and advising of mimeographed newspapers; (5) editing and advising of offset newspapers; (6) Photography; (7) Radio-TV journalism.

### National Recreation Month

The theme for the June observance of National Recreation Month is "Find New Worlds Through Recreation." Joseph Prendergast, executive director of the National Recreation Association, sponsor of the observance, said that "the leisure activities you learn as a child are, for the most part, those you prefer in adult life."

"... The educators and parents who are starting now to interest today's children in trying new hobbies and learning new skills are preparing them to make the best possible use of their expanding leisure as tomorrow's adults."

Communities from coast to coast can observe National Recreation Month by highlighting the many types of facilities available. For materials and suggested activities, write to Public Information and Education, National Recreation Association, 8 West Eighth Street, New York 11.—Illinois Education

### Coaches Attend Meetings

More than 1,500 Michigan high school coaches visited the Michigan State University campus March 19-20 for the annual Michigan State Coaches Association convention. The conference was set to tie in with the 1959 high school basketball tournament. Twenty-five coaches arrived March 18 for a board of directors' meeting.—Michigan Education Journal

### National Baton Twirling Week

New prominence for baton twirlers and baton twirling, and greater public acceptance and recognition than ever before are promised the art of baton twirling with the holding of twirling's first

annual National Baton Twirling Week—set for July 19-25, 1959.

The week will feature a major "Five-Point" program to be conducted on a nation-wide basis:

1. Public relations campaigns will be staged simultaneously throughout the United States, Canada, and some foreign countries. Special news releases, posters and other informal aids will soon be made available for this purpose.

2. Contests will be held simultaneously throughout the U.S. and Canada to draw public attention to the twirling arts. Informative printed matter will be distributed to the public at all events.

3. Free baton twirling lessons by many N.B.T.A. registered teachers will be available to children on the local level.

4. Statements by high government officials and celebrities will be played up—drawing attention to the many advantages for the young people through baton twirling, and to National Baton Twirling Week.

5. Twirlers, twirling judges, teachers and officials will visit local Children's and Veteran's Hospitals—providing entertainment and "a word of cheer" for all. A special sticker will soon be available to all twirlers—announcing National Baton Twirling Week.

All twirlers, parents, baton enthusiasts, and other interested persons and associations are invited to take part in the many activities being planned.—Drum Major Magazine

### Anglo-American Pen Club

A Scotch radio operator during the war visited America on various occasions and was impressed with American kindness and hospitality. He is now a civil servant in London and has started a Pen Pal Club. He has a list of Britons who would like to make pen friends in our country. Write to Mr. H. Henry, 38 Crawford Street, W.1, England.

### Talking to the Tall Timber

Several states are using camps to give children firsthand experience with nature's resources. In Portland, Oregon, the school children spend many hours each year helping to make a forest grow again on burnt-over hillsides. Each secondary school in the city is responsible for forty acres. With the aid of state foresters, students become experts in tree planting. Their skill is passed on to the seventh- and eighth-graders, who serve as apprentices. In the state of Washington, every sixth-grade pupil spends one week at Camp Was-kowitz, high in the Cascade Mountains, where children build nature trails, tag trees and shrubs, collect and label specimens for the camp museum, care for young orphaned animals, and plant trees.—National Parent-Teacher



# How We Do It

## KEY CLUBS ARE ACTIVE IN THE SCHOOLS

The Key Club is a service club for high school boys which is sponsored by Kiwanis International and meets with the approval of the school principal. The heart of Key Clubbing lies in the individual club and in its initiative and resourcefulness in meeting the needs of its school and community.

However, these clubs are also capable of throwing their combined weight into worth-while countrywide programs, such as the "Stop Vandalism" campaign waged by Key Clubs in thousands of communities. Annual conventions enable club delegates to formulate such programs, as well as giving participants a valuable fund of knowledge on democratic procedure, self-expression and self-confidence.

Key Clubbers thoroughly enjoy themselves, in service projects and social events, as well as in fund-raisers to finance their activities. Although each club's activities are limited only by the scope of the members' collective imagination, seven are recommended for every club. Six of these are service projects; the seventh, basically either social or for administrative training, is holding joint affairs with other Key Clubs.

The backbone of every club that stays together is a purposeful service program, one that benefits (1) The school; (2) The community; (3) The sponsoring Kiwanis club; (4) The "world of tomorrow"; and (5) its own members.

When a high school lacks spirit, when the students feel no responsibility, perform at a minimum in classes, and then head for teen hang-outs to lounge, the situation may demand a Key Club, and a sense of service. Among the projects that serve the school, three recommended are a vocational guidance program or clinic for the student body, a model school assembly, and a banquet for student leaders. These and other service projects follow.

Although their own treasury was depleted to the point that its only content was an unpaid bill for 75c, Key Club members decided to go ahead with their idea of a student loan fund for **Garfield High School, Terre Haute, Indiana**, and began by holding a series of fund-raisers to accumulate the necessary capital. The club sold high school auto plates and fruit cakes and presented a variety show, *Key Kapers*. When they had obtained the needed funds, they set about organizing the serv-

ice, and arranging administration of a confidential loan service in the school.

"We've got Livingstone, now what's happened to Sir Stanley?" might have summarized the situation at **Roosevelt High, Atlanta, Georgia**, before Key Clubbers went to work and organized an efficient lost and found department. Previously, articles went to the office, where the school secretary put them in a box under a table in the corner. No publicity was given the arrangement and many items unclaimed at the end of the year were destroyed.

Key Clubbers secured a storage room in a convenient location, built shelves and installed a clothing rod. Each member was assigned to duty in the room before or after school daily. Release forms were given students to sign on receiving each article.

Belongings turned in to the room or announced as lost were listed in the school's morning bulletin. Members planned to give articles of clothing unclaimed at the end of the year to needy students or the Salvation Army. Other items will be auctioned off and the proceeds put in a school miscellaneous fund.

The **New Bedford High Key Club, New Bedford, Massachusetts**, held a school program on "Cure Vandalism." It was opened with the singing of the Lord's Prayer, and the local assistant district attorney spoke on "How to Cure Vandalism." Afterwards, a film on delinquency was shown, and cash awards were made to winners of a Key Club-sponsored essay contest on vandalism.

The **Key Club of Baton Rouge High School, Baton Rouge, Louisiana**, is giving "Citations of Honor" to outstanding seniors who are not Key Clubbers. At **Woodlawn High, Baton Rouge**, the Key Club initiated a school beautification project, planting trees and flowers around the school and grass around the swimming pool. They worked with the Assistant Principal, who got the plants from the school board. The club spent 125 man hours on the project, working through study periods and after school.

The **Duncan High Key Club of Duncan, Oklahoma**, will present a scholarship of \$250 to one of the Duncan High Seniors annually. The members of the club will submit a maximum of ten names to a committee comprised of Kiwanis, faculty, and Key Club members. The committee in turn will select one student regardless of race, color or creed to receive the scholarship.

An anti-vandalism campaign by the **Lewiston**,



**Maine. Key Club** was centered around the theme of respect—for self, elders, school, and community. A Key Club sponsored Teacher Appreciation Day was held to focus attention on manners toward their elders. All of the 1,047 students came to school in their best clothes and cooperated wholeheartedly.

### SENIOR STUDENTS PRESENT CLASS MOTTO PROGRAM

The Class Motto night program presented each year by seniors of Phillips School is an important beginning of Commencement. The program, which is usually presented during the first month of the second semester, embodies much more than an exhibition of the class motto.

It gives the members of the class an opportunity to tell their parents and schoolmates the reasons for their choice of the "Class Flower" and to explain how they decided on certain colors as their "Class Colors." The "Class Poem" and "Class Song," which are written by members of the class, are also important items on the program.

The climax of the program is an address centered upon the subject of the motto. The program usually serves as a valuable aid in bringing about unity within the class and a deeper awareness of the importance of wholesome human relationships.

On February 24 the senior class of 1959 of Phillips School, Battleboro, North Carolina, presented Dr. Charles L. Hayes, professor of education and psychology at North Carolina A. and T. College, Greensboro, North Carolina, as guest speaker at their Class Motto Night program.

Charles Hill and Samuel Mitchell unveiled the class motto, "Less Than Our Best Is Failure." Aireminta Scott explained how the class selected the red rose as its flower and Rubye Batts gave the reasons for the selection of the class colors, blue and white.



Students Sing Class Song

Another student, Gladys Grant, wrote and read the class poem. The class song, words of which were written by Rosa Bryant and Sarah Bunn, was sung by the entire class at the conclusion of the program.—Ruth A. Smith, Class Adviser, Phillips School, Battleboro, North Carolina

### ENUMERATING OBJECTIVES OF THE STUDENT COUNCIL

#### FIRST SEMESTER, 1958-59

I. To stress a higher standard of moral conduct among the students of Inglewood High School by:

- A. Individual.
  1. Dressing according to our "Dress Right Code."
  2. Accepting the responsibility of helping fellow students to better standards of conduct.
- B. Classroom.
  1. Being courteous.
  2. Improving classroom conduct.
  3. Encouraging an honor system.
- C. Campus.
  1. Continuing to publicize Code of Ethics.
  2. Discouraging public display of affection.
  3. Improving lounge supervision.
  4. Continuing to administer the campus beautification and campus clean-up program.
  5. Having an active advisory board.
  6. Creating respect for school property.
  7. Upholding school rules.
  8. Enforcing state laws concerning minors.
- D. School sponsored activities.
  1. Checking to see that there is no smoking or drinking at these events.
  2. Discouraging behavior at the events and after the events which reflect unfavorably on Inglewood High School.

II. To work to improve school spirit by:

- A. Encourage participation.
  1. In student government.
  2. In school sponsored activities.
    - a. rallies, assemblies, plays.
    - b. sports.
    - c. clubs and organizations.
- B. Maintaining old traditions and creating new ones.

III. To make the student body more publicity conscious by:

- A. Striving to better the methods.

IV. To continue to support the American Field Service program by:

- A. Raising funds.
- B. Having a get-acquainted program.

## SECOND SEMESTER

As Student Council of Inglewood High School we will work to promote the general welfare of the Student Body by:

I. Emphasizing the importance of scholastic achievement.

- A. Participation in C. S. F. and other scholastic organizations.
  - 1. Leadership example.
- B. Recognition of scholastic achievement.
  - 1. Assemblies.
  - 2. Honor Roll.
  - 3. Achievement of the Month.
- C. Encouragement of better study habits.
  - 1. Include a section in handbook.
  - 2. Distribute suggestions for better study habits.

II. Promoting good citizenship and a high moral standard among the students.

- A. Continue to enforce state laws concerning smoking and drinking on campus and at school activities.
- B. Have an effective Advisory Board.
- C. Encouragement of an honor system.
- D. Continue the Malt Shop project.
- E. Discourage public display of affection.
- F. Continue to emphasize the Dress Right Code.

III. Building school spirit in the Sentinel tradition.

- A. Improve the quality of all school activities.
  - 1. Assemblies.
  - 2. Clubs and Organizations.
  - 3. Social Events.
- B. Support and increase participation in all school activities.
  - 1. Student Government.
  - 2. Clubs and Organizations.
  - 3. All athletics.
  - 4. American Field Service.
- C. Carry out the Campus Beautification program.

IV. Using publicity more effectively.—Lou McMonies, Vice-Principal and Student Council Adviser, Inglewood High School, Inglewood, Calif.

### THE "I LIKE THE CAKE" TRIP

Thirty of the first graders, accompanied by their teacher and six parents, had an enjoyable educational trip.

It was carefully planned to include the train ride, a visit to the bakery, the public library, and the animal show.

The children bought their tickets at the railroad station. On the train, it was a happy group



Favorite Books

which watched the sights. The school bus was waiting for us when we arrived at the station. From there we rode on the bus to the bakery. The baker showed us the big ovens. His helper decorated a cake for the class. It was pretty. One of the mothers carried the cake as we continued our journey to see the public library.

The librarian guided us to the children's section. She told interesting stories and explained the way to withdraw books from the library.

Then we went to see the animal show. This was a special exhibit that was brought from the National Agricultural College. We went into a giant tent 100 feet long and 40 feet wide. There we saw pigs, cows, and chickens. A student from the college told us about his pets.

We returned to school on the bus. A very pleasant day ended with a milk and cake party.

There are four books in the photograph. They helped us to prepare for the trip.—Elizabeth Smithgall, Thomas Jefferson School, Levittown, Pennsylvania

### GUIDANCE BOOKS

Furnished in pre-printed master carbon units for any liquid (spirit or direct process) duplicator.

7th grade—"You Are Growing Up"

8th grade—"You Are A Teen-ager"

9th grade—"Beginning High School"

G. A. Eichler

Albert M. Lerch

The Continental Press, Inc.

Elizabethtown, Pennsylvania

## Among The Books

**SUCCESSFUL SCHOOL PUBLICATIONS.** By Erwin F. Karner and Christobel M. Cordell. J. W. Walch, Publisher, Box 1075, Portland, Maine. 210 pages. (Paper bound) \$2.50.

"Successful School Publications" is just off the press. If you're bothered by any school publications problems this is the book you've been waiting for.

Written in a clear, easy-to-follow style, "Successful School Publications" takes the publications sponsor through all phases of publications work, giving him all the help that he needs to have to produce a successful school newspaper, yearbook or magazine. There is concrete guidance for every step of the way.

One of the outstanding features of this new book is the wealth of valuable illustrations. Reproduced are dozens of actual examples of good journalistic practices—complete pages from various school papers and yearbooks, headlines, columns, feature stories, sports stories, advertisements, pictures. These illustrations supplement what is in the text and show you what other schools are actually doing in the field of journalism.

This is a book which should be made available to the staffs of school publications—for quick reference—right in the publications room. It could be used as a text book in journalism classes which emphasize work with student publications.

New publications sponsors will find "Successful School Publications" particularly helpful but it has new ideas for all teachers and advisers who do any work in the journalism field.

"Successful School Publications" is unique in that it contains such a variety of material in one book. It is no longer necessary to go to several different sources in order to get help on different problems. All the answers are now available in one place.

The book contains four sections titled: The School Newspaper—Fundamentals; The School Newspaper—Further Ideas; The School Yearbook; The School Magazine. There are forty-one chapters; Introduction; and Appendix.

**101 MONEY MAKING IDEAS FOR CLUBS.** By Nellie Aetta Thompson. Public Affairs Press, 419 New Jersey Avenue, S.W., Washington 3, D.C. \$1.00.

This book lists scores of ways whereby groups can raise money. It specifies projects with concrete details; and discusses plans, problems, and

policies. The interests and needs of practically every type of group are taken into consideration.

The book is divided into two parts. Part One is titled Money Making Guides. They are discussed under the following topics: Policy; Planning; Promotion; Projects; Profits.

Part Two is titled Money Making Projects. Various projects are discussed under these topics: Articles to Make; Items for Resale; Buying and Selling Novelties; Services to Perform; Public Presentations; Community Affairs; Marketing Donations.

Sub-topics under "Articles to Make" include: address plates; artificial flowers; autograph books; baked goods; barbecues; candies; card racks; corsages; cosmetic bags and kits; costumes for dramatics; football programs; lawn ornaments; leather articles; metal crafts; party favors; popcorn balls; recordings; sandwiches; soups; square dance costumes; winter bouquets.

## *Comedy Cues*

### Trigger Boy

A mountaineer took his boy to school to enroll him. "My boy's after larnin', what dya have?" he asked the teacher.

"We offer English, trigonometry, spelling, etc.," she replied.

"Well, give him some of that thar trigger-nometry; he's the worst shot in the family."—Ex.

☆☆☆

### Wait a Minute

An aggressive firm advertised: "All persons indebted to our store are requested to call and settle. Those indebted to our store and not knowing it will please call and find out. Those knowing themselves indebted and not wishing to call, are requested to stay in one place long enough for us to catch them."—Ex.

☆☆☆

### Stand Up For the Lady!

"Excuse me," said the mild little girl in the crowded cafeteria who had returned with a glass of milk, "but you have my seat."

"Oh yeah"—growled the big boy. "Can you prove it?"

"I think so," the little girl murmured timidly, "I left my pie and ice cream on the chair."—Ex.

☆☆☆

### Woe Is Mel

A college boy sent a telegram home saying, "Mom! Have failed everything—Prepare pop."

The reply came the next day. "Pop prepared—Prepare yourself."—Ex.

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